

SIMPSONVILLE ELEMENTARY

200 Morton Avenue
Simpsonville, South Carolina 29681

GRADES K-5 Elementary School

ENROLLMENT 678 Students

PRINCIPAL Debbie V. White 864-967-1856

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
26	35	2	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

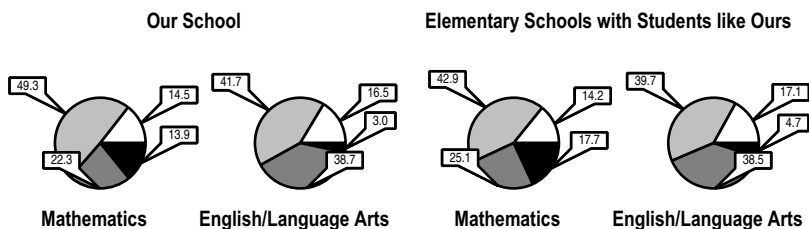
FOR MORE INFORMATION, VISIT WEBSITES AT:




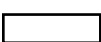
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	106	71
Percent satisfied with learning environment	88.1%	89.6%	88.6%
Percent satisfied with social and physical environment	73.8%	84.9%	77.1%
Percent satisfied with home-school relations	77.3%	89.6%	82.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	362	99.2	16.5	41.7	38.7	3.0	41.7	17.6
Gender								
Male	184	98.4	19.8	47.9	30.5	1.8	32.3	17.6
Female	178	100.0	13.3	35.5	47.0	4.2	51.2	17.6
Racial/Ethnic Group								
White	248	99.6	11.3	42.4	42.0	4.2	46.2	17.6
African-American	80	97.5	27.7	41.5	30.8	N/A	30.8	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	30	100.0	38.5	38.5	23.1	N/A	23.1	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	285	100.0	10.2	42.9	43.3	3.6	46.9	17.6
Disabled	77	96.1	46.6	36.2	17.2	N/A	17.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	362	99.2	16.5	41.7	38.7	3.0	41.7	17.6
English Proficiency								
Limited English proficient	15	100.0	38.5	61.5	N/A	N/A	N/A	17.6
Non-limited English proficient	347	99.1	15.6	40.9	40.3	3.1	43.4	17.6
Socio-Economic Status								
Subsidized meals	131	98.5	31.0	41.0	26.0	2.0	28.0	17.6
Full-pay meals	231	99.6	10.3	42.1	44.2	3.4	47.6	17.6

Mathematics								
All students	362	99.2	14.5	49.3	22.3	13.9	36.2	15.5
Gender								
Male	184	98.4	14.1	46.5	24.7	14.7	39.4	15.5
Female	178	100.0	15.0	52.1	19.8	13.2	32.9	15.5
Racial/Ethnic Group								
White	248	99.6	12.9	44.2	26.3	16.7	42.9	15.5
African-American	80	98.8	22.4	61.2	10.4	6.0	16.4	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	30	96.7	11.5	65.4	19.2	3.8	23.1	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	285	100.0	8.7	50.0	25.7	15.6	41.3	15.5
Disabled	77	96.1	41.0	45.9	6.6	6.6	13.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	362	99.2	14.5	49.3	22.3	13.9	36.2	15.5
English Proficiency								
Limited English proficient	15	100.0	23.1	61.5	15.4	N/A	15.4	15.5
Non-limited English proficient	347	99.1	14.2	48.8	22.5	14.5	37.0	15.5
Socio-Economic Status								
Subsidized meals	131	98.5	26.5	49.0	15.7	8.8	24.5	15.5
Full-pay meals	231	99.6	9.4	49.4	25.1	16.2	41.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	130	N/A	8.7	33.1	54.3	3.9	58.3
	Grade 4	107	N/A	13.5	42.3	41.3	2.9	44.2
	Grade 5	115	N/A	8.7	38.3	49.6	3.5	53.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	132	99.2	9.3	34.7	52.5	3.4	55.9
	Grade 4	111	100.0	13.6	40.8	44.7	1.0	45.6
	Grade 5	119	98.3	26.8	50.0	18.8	4.5	23.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	130	N/A	16.4	43.0	28.9	11.7	40.6
	Grade 4	107	N/A	17.1	40.0	27.6	15.2	42.9
	Grade 5	115	N/A	21.7	39.1	27.0	12.2	39.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	132	98.5	14.2	52.5	18.3	15.0	33.3
	Grade 4	111	100.0	8.7	53.4	27.2	10.7	37.9
	Grade 5	119	99.2	20.2	42.1	21.9	15.8	37.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 678)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.0%	Up from 2.5%	1.8%	2.4%
Attendance rate	96.7%	Down from 97.4%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	24.5%	Down from 32.2%	23.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.9%	Up from 9.9%	7.0%	8.0%
Older than usual for grade	0.4%	No change	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	46.7%	Down from 50.0%	53.7%	50.0%
Continuing contract teachers	88.9%	Down from 90.9%	88.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.8%	Down from 92.2%	88.4%	86.2%
Teacher attendance rate	96.1%	Down from 98.6%	95.8%	95.3%
Average teacher salary	\$43,326	Up 5.5%	\$41,904	\$39,909
Prof. development days/teacher	5.5 days	Down from 5.7 days	10.2 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio	4.5 to 1	Down from 21.0 to 1	20.0 to 1	18.9 to 1
Prime instructional time	92.5%	Down from 95.5%	90.9%	89.7%
Dollars spent per pupil*	\$4,773	Up 5.9%	\$5,513	\$5,892
Percent spent on teacher salaries*	68.9%	Down from 69.4%	68.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Simpsonville Elementary faculty, staff, PTA, and SIC worked together to develop a mission, shared vision and school goals for the 2002-2003 school year. In developing our School Portfolio we reviewed the most recent test data, state standards for learning, and the District Education Plan. Our mission is "Preparing students to be productive, respectful and responsible." A priority for Simpsonville Elementary is to raise the academic challenge and performance of each student by increasing the percentage of students scoring PROFICIENT or above on PACT English/Language Arts and Mathematics by 5%. We are also working to provide a school environment supportive of learning by promoting character education as well as civic and personal responsibility. As a Village Green School we are integrating technology into the curriculum and implementing the district and school technology plan with lead teachers sharing lessons and strategies with their peers. We are working to Improve public understanding and support of our school by involving parents and volunteers as partners with our school. Through teacher Web sites, all parents have access to current information from their child's class. "Pennies for Pasta" and "Jump Rope for Heart" promoted character education and civic responsibility and helped our students learn firsthand the rewards of helping others in our community. Through a yearlong cooperative grant with Washington Center, our fifth graders learned that "we are more alike than different" and that giving a gift feels good but giving of yourself feels even better. Success will be measured by student performance on standardized tests, student work samples, and attendance logs for conferences, PTA meetings, and staff development.

Simpsonville Elementary School has a long history of strong academic achievement. We believe that use of the Four Block Reading model, academic enrichment, parent volunteers, and outstanding parental support contribute to student success. We have an experienced instructional staff, many of whom have advanced degrees. The support of parents and the community is evidenced by many volunteer hours and 100% membership in our PTA.

In the 2002-03 school year we consolidated with Morton Elementary to form one downtown elementary school in Simpsonville. A new name was chosen by the students, staff and community: Simpsonville Elementary School at Morton Place. We were able to facilitate a seamless merger of students and faculty and to raise the level of academic challenge and performance of each student. We look forward to our new building at Morton Place where all students are valued, challenged, and encouraged to do their personal best.

Mrs. Debbie V. White, Principal

Mrs. Denise Powell, SIC Chairman

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.